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ABSTRACT

This competency-based secondary learning guide on managing home and work responsibilities is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. Four competencies are addressed: (1) identify problems in managing home and work life; (2) discuss values and goals in terms of adjusting expectations, redefining roles, and sharing responsibilities; (3) apply work simplification techniques and time management strategies in the performance of household tasks; and (4) describe techniques for reducing stress. Twenty-eight supplements contain information and activity sheets on the following: problem solving, decision making, self-sufficiency, managing guilt, interpersonal communication, values and goals, work simplification and time management, adjusting standards, organizational skills, home responsibilities for children, and stress. A bibliography contains 22 references. (KC)

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Managing Home and Work Responsibilities

CE 070 229

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PROJECT CONNECT SECONDARY GUIDE FOR CONSUMER & HOMEMAKING EDUCATION

Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Carl D. Perkins Vocational and Applied Technology Education Act of 1990

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General Guidelines

The terms "teacher" and "student" are used throughout to describe the instructor and participants.

STRATEGIES (for teachers) and ACTIVITIES (for students) as stated in the guide are not always parallel to the numbering system.

Teachers need to carry out preassessment activities to determine level of student competency. Previous work or educational experiences may be such that the teacher will choose not to do some of the competencies.

Key to Symbols – The following symbols are used throughout the guides to designate enhancement activities:

- related basic skills, giving particular attention to language arts and mathematics
- related decision-making and problem-solving skills, including the application and transferability of these skills to personal, family, and work responsibilities to be demonstrated
- enrichment activities according to student abilities and experiences
- interrelationship of concepts to personal, family, and work
- influence of technology on the subject matter, application of knowledge, and related work
- pre- and/or posttest assessment activities

Checklist for Users

Before addressing any of the competencies, the teacher should check in advance to see what materials or preparations are needed.

Competency #1 – Identify problems in managing home and work life.

_____Find out who the participants are and their background experiences. This information will help the teacher determine appropriateness of content and activities.

_____Duplicate Supplement 1, "Work and Family Balance," and cut out the name tag figure for all students of the group.

_____Duplicate the case study in Supplement 2, "Too Many Irons in the Fire."

_____Duplicate Supplement 3, "Seven Steps to Problem Solving," to use as a handout for Activity 7.

_____Duplicate Supplement 4, "Decision-Making Guide," for Method 6.

_____Duplicate Supplements 5, "Problem Solving To Increase Self-Sufficiency," and 6, "Activities for a Week with Children," as transparencies or handouts for Methods 8 and 9.

_____Duplicate Supplements 7, "Things To Keep in Mind About Managing Guilt," 8, "Interpersonal Communication Inventory," and 9, "Commandments for Good Listening," as needed for activities related to communication skills.

Competency #2 – Discuss values and goals in terms of adjusting expectations, redefining roles, and sharing responsibilities.

_____Supply a pillow or ball to use in Method 1.

_____Be prepared with "situations" for Method 3 relating to values and goals.

_____Duplicate Supplement 10, "Values and Goals," for Activities 3 and 4.

_____Duplicate Supplement 11, "A Change in Roles," for an example case study.

_____Duplicate Supplement 12, "Conflicts that Need Adjustments," to help students practice conflict management.

_____Decide on type of media the teacher will need when using an episode of "Home Improvement" for Method 8.

_____Have 3" x 5" cards available for Strategy 8.

_____The teacher may choose to invite a panel of employed persons that represents different ages and occupations. Ask students to be prepared to ask questions mentioned in Activity 2.

Competency #3 – Apply work simplification techniques and time management strategies in the performance of home/school tasks.

_____Duplicate Supplement 13, "Daily Time Plan."

_____Prepare a transparency for Supplement 14, "Things to Do," for use with Method 3.

_____Duplicate Supplement 15, "How to Adjust (Lower) My Standards," on standards for Method 4.

_____Duplicate Supplement 16, "How Do You Help in the Family?," twice to use as a pre- and posttest for Method 11 and Activity 11.

_____Duplicate Supplement 17, "Organizational Skills," and 18, "Disorganized Delta," to be related to organizational strategies (Method 5 and Activity 3).

_____Duplicate Supplements 19, "How Time Conscious Are You?" 20, "Time Management Checklist," 21, "Time Management Tips," 22, " Typical Time Wasters," and 23, "Time-Wasters Checklist," as needed related to management strategies to help balance time.

_____Duplicate Supplement 24, "Master Juggler," if to be used as a certificate of accomplishment by the teacher. It may be altered if necessary.

Competency #4 – Describe techniques for reducing stress.

_____The teacher will need to gather the items listed in Method 1 before meeting with the students.

_____Duplicate Supplement 26, "Ways Stress Can Affect Your Life and Work," for Method 4.

_____Gather items listed for a "Stress Band-Aid" box for Method 7.

_____Duplicate Supplement 27, "Coping with Stress," for strategies for coping with stress. Use with Activity 2 and 3.

Introduction

Demands made on employed people's time and energy outside the home affect self-concepts and the character of relationships within the family. Women working outside the home often try to assume the major responsibility for homemaking and child rearing as well. However, it is becoming increasingly difficult for both men and women to follow the traditional male-female role patterns that evolved when women were not working outside the home. In learning to manage the family-work lifestyle, one needs an understanding of multiple roles (i.e., caregiver, employee, spouse, parent, and/or student). Roles are influenced by two factors: (1) the demands, expectations, responsibilities, and pressures that other people impose; and (2) one's own perceptions of what ought to be done to fulfill those roles.

Together, these two factors influence how people actually act as they carry out their roles. The building blocks of roles are the actual behaviors, tasks, activities, and responsibilities that are performed. Each role may include many facets of behavior which people believe they are obligated to perform.

Over the years, some roles or tasks may have been allotted exclusively to males and some to females. An example of this is the traditional view of the sex role of men as breadwinners, doing work away from home and doing the "outside chores" at home, while women take on most of the child-rearing responsibilities and work inside the home. Today's couples and single working parents are likely to feel "role overload" with the increase in tasks and responsibilities.

Readjustment in traditional roles is resulting in a good deal of domestic stress. Stress is bound to occur as more fathers and partners share the responsibility for household chores and child care and as more mothers take on part-time or full-time jobs outside the home. As some couples try out new ways to handle family and work responsibilities, they discover that deviation from traditional roles may be personally uncomfortable and may result in criticism and pressure from those close to them.

Learning to adjust is not easy. Re-allocation of tasks is required and is likely to be most successful when each partner discovers and uses his/her strengths and interests. Even when a partner is willing to take on jobs formerly done by the other partner, communication and mutual support are needed.

Each employed person must learn to balance the needs and responsibilities in his/her roles as an individual (ME); as a family member or in significant relationships (WE); and as an employee, or employer, or both (THEY). Each area may be competing with the others for one's time and energy.

Working through role issues and doing more role sharing have positive results in family life and in turn have a positive impact on work performance. Role sharing and role change issues affect children who are often encouraged or expected to share in household and personal responsibilities that were once carried out by a parent.

Coping strategies are often needed when roles and responsibilities change. These include ways of handling conflict and frustration, ways to encourage communication and change, to establish priorities, to reevaluate standards, and to change one's expectations of oneself and others.

COMPETENCY ONE

Identify Problems in Managing Home and Work Life.

Student Outcomes

- List common problems associated with balancing family and work.
- Identify problems faced by single parents.
- Become aware of the problem of role conflict.
- Develop and use techniques to reduce guilt.
- Recognize the importance of skillful communications to home and work relationships.

Definitions

role overload	– too many roles and related responsibilities
role conflict	– an imbalance between the responsibilities of family and work life
guilt	– feelings of blame for something that has or has not happened
quality time	– concentrated, uninterrupted time to spend with children, spouse, and friends
communication	– a two-part process (sending and receiving) to exchange information and feelings

Key Ideas

Balancing home and career requires practice, concentration, and a great deal of self-confidence.

Roles may include family roles, peer group roles, and community roles. Some family roles are inherited; others are assigned based on talents.

How people behave in each of their roles is based on values, culture, and lifestyles. If one does not learn to balance these roles, role conflict may occur, causing trouble in fulfilling all of the roles (Bragg, 1993).

Conflicts that arise between the family and work domain roles can be classified either as role overload or as role conflict. When an individual is actively engaged in both family and work roles, the role expectations can lead to an increase in overall workload and to a feeling of overload. Role overload is one of the common sources of conflict between family and work life. Facing and resolving problems and conflicts can be done through the problem-solving process.

As heads of household, single parents must manage alone, making major decisions for the family's well-being. Single parents need to identify and acknowledge sources of support, and must help all family members learn how to take care of themselves and one another.

Guilt, a powerful emotion, can have either a positive or negative effect on one's life. It can be self-inflicted or imposed by others.

Mothers tend to experience guilt because of lack of time spent with children, lack of time and energy to devote to jobs, or because tasks at home do not run as smoothly as they would like.

Communication is the way people share what is meaningful in their lives with others. Families and coworkers have within their reach the ability to build up or tear down relationships.

The communication process involves receiving verbal and nonverbal messages, exhibiting effective listening skills, asking for feedback, and displaying an overall willingness to communicate.

Effective family communication is a way to approach family goals. While not a cure-all for conflicts between family and work, it is a necessary foundation from which to approach the tensions and conflicts.

Quality Time

Quality time can be a time for open listening, "taking in" the other person, and trying to understand the other's point of view. Quality time does not have to be a regular, perfect time with a family member and/or coworker. Wonderful moments can happen with family members and coworkers whether or not there is a "quality time" slot. Having more realistic expectations about quality time can help reduce guilt and pressures.

- Quality time doesn't mean one has to devote oneself exclusively to one's child, spouse, or friend.
- Quality time doesn't mean that one should not discipline or set limits.
- Quality time doesn't have to have an agenda, plan, or special activity connected to it.
- Quality time doesn't have to be problem-free.
- Quality time doesn't have to be one-on-one.
- Quality time doesn't have to be provided only by parents.

Teacher Strategies/Methods

1. As an opening activity, the teacher might select one person (male or female) to stand alone in the middle of the room; this person is the worker. (If students appear uncomfortable, a doll could be used as a model.) Another person of the opposite sex from the worker takes the right hand of the worker; this is the spouse. Another person (either sex) takes the left hand of the worker; this is the first born child. The second born child grasps the worker around the waist from the front with both arms. Another person grasps the worker from the back with both arms; this is a parent of worker. To involve more people, two more people can each grab a leg of the worker. After group is assembled, have everyone pull gently and slowly, but firmly, toward themselves until everyone feels the pull . . . then FREEZE. The worker will begin to feel stretched, uneasy, uncomfortable, and miserable. The worker cannot stay in this position forever. Get responses from the group (audience or those in skit) as to how the worker can handle these areas of stress/being pulled in all directions at once. The teacher should go to Activity 1 and ask students to add to the list of responses.

2. Duplicate and cut out the name tag figure in Supplement 1, "Work and Family Balance," before doing Activity 2. Distribute to each student and explain that the name tag lists questions to answer concerning family and work.

   Note: The teacher will need to determine appropriateness of all statements and adjust accordingly.

3. Generate a list of common problems students may have experienced or expect to experience in managing home and work life. Emphasize that all people have problems associated with managing home and work responsibilities.

4. Ask the students how their family and work life roles interfere with each other (e.g., time, parenting concerns, schedules, priorities). Emphasize that role conflict is common in most families. Use the case study in Supplement 2, "Too Many Irons in the Fire," to help explain the problem of balancing the many roles a person has.

5. Give examples of conflicts (e.g., scheduling problems between home and work life). Stress to the students that role overload is one of the common sources of conflict between family, work, and school life. Suggest to students that they can work to resolve their problems and conflicts by following problem-solving steps. Supplement 3, "Seven Steps to Problem Solving," and Activity 7 can help students identify the problem and methods to resolve the conflict.

6. Everyone needs to learn to trust himself/herself and develop good decision-making strategies. Have students identify a challenge in their life that calls for a decision. Use Supplement 4, "Decision-Making Guide," for students to write the challenge on the line provided. In the space provided, list the advantages of making a "Yes" decision. In the space to the right, list the disadvantages. Review the list and include any other information that will help the students reach a decision. After writing a decision on the bottom line, have a sharing time and discussion if appropriate.

7. Single parents need to recognize that others can provide a support system that will lessen the feelings of isolation. The teacher might suggest ways to help single parents strengthen their family unit. Examples include the following:

   - Involve family in activities that would make them feel part of a larger community (e.g., local library offers story hour; community centers sponsor trips and activities for the family; churches help families get involved together).

   - Establish rituals and routines to strengthen the family unit (e.g., family prayers, family meeting once a week to discuss issues). Ask students to share some of their ideas on how to strengthen their families.

8. Parents need to recognize that children need to be prepared to face future challenges with confidence. Discuss with students the importance of encouraging self-sufficiency in children. Share Supplement 5, "Problem Solving To Increase Self-Sufficiency," with students and ask them to brainstorm how to solve the situation.

9. Use Supplement 6, "Activities for a Week with Children," as a handout or transparency if students are interested in simple quality activities.

10. Brainstorm with students various parenting concerns/conflicts which exist when parent(s) work. Examples may include the following:

    - time spent with family
    - rearrangement of time, money, and energy
    - how jobs are shared in the home
    - quality time
    - feelings of guilt

    Refer to Key Ideas.

11. Assess if students have experienced feelings of guilt about working, going to school, and/or not spending a lot of time with their family. The following questions may be asked:

    - Who is blamed when children or family members have problems?
    - Does your mother, father, partner, husband, children, or society make you feel guilty?

    Discuss problems guilt can impose. Example could be being pushed into decisions based on guilt, overcompensating (gifts) as a means to relieve guilt, or overlooking behavior problems to avoid unpleasantries.

12. Using Supplement 7, "Things To Keep in Mind About Managing Guilt," the teacher may help students recognize that there are some choices for managing guilt feelings.

13. Stress that as students juggle responsibilities of home and work (school), communicating effectively can play an important part in helping them get what they want and need from others (e.g., home chores completed). Stress that actions with verbal communications often send mixed messages. Read the following situation:

    > You have spent the last two weeks teaching your 8-year-old son how to wash, dry, and put away the dishes. You have a major project due at work (or school) and you have been at work (or library) until 8 p.m. By the time you arrive home, Jesse is still doing the dishes. You sigh, take the towel from him and say, "I know you're trying to do a good job. I'm sorry work (or class) kept me out so late. Here, I'll finish."

    Lead a discussion with students by asking "What was communicated to the son about his performance, your work, and expectations from you?" As a group, write a response to Jesse that would have made this communication more positive and less guilt-ridden.

14. Write the following quotation on a piece of paper: "Listening is the shortest distance between two people." Save this for later use. Ask the students to sit in a circle. The teacher should start the listening chain by whispering the quotation to the first student. The first student will whisper the quotation to the next student and so on. The last student will repeat the quotation as he/she heard it. Using Supplement 9, "Commandments for Good Listening," as a transparency, discuss with the students why the quotation did or did not end up as the quotation written on the paper.

15. Although family communication is not the answer to solving family problems, it can be an approach to relieve tension and conflicts. The teacher might involve students in group discussion by asking them to share tips they have learned with their own children/family on how to listen and communicate effectively.

16. If appropriate, the teacher may discuss with students the skills needed by children who may be left alone (latchkey children). If there is interest within the student group, stress the importance of preparing children to react to crisis (such as fire); to organize time spent at home (such as chores and homework); to prepare nutritional snacks; and to develop positive relationships with siblings while at home.

Suggested Student Activities

1. After the teacher has completed Method 1, have the students tell what may be the effect of not balancing his/her life. Some responses may be as follow:

   - The worker (student) can decide to endure until he/she gets increasingly numb and "no longer cares."
   - The worker (student) can look at each member of the family and see the hurt/conflict each may be experiencing and feel guilty and blame himself/herself for not being able to do what he/she wants. The blame may be projected to the family for getting the worker into these circumstances. Feelings may be expressed that the worker is mean, unloving, and deliberately hurtful.
   - The worker (student) may collapse (becoming sick, helpless, or die).
   - The worker (student) may make deals and bribes he/she cannot keep. Feelings of distrust and being let down will develop in the family group.
   - The worker can yell for help or develop relationships outside the family.

2. After the teacher has completed Method 2, take the name tag and walk around the room. Try to identify another student who has answered one of the questions the same way. An alternative activity could be to form several groups and compile a list of solutions that could help balance family and work. Discuss findings.

3. Brainstorm a list of common problems associated with managing family, work, and school. Tally those most common.

4. Write a "Dear Abby" letter about a common problem associated with family, work, and school. Exchange letters and discuss possible answers for dealing with the problem.

5. Divide a sheet of paper into three columns labeled "Family Roles," "Peer Group Roles," and "Community Roles." List roles in the proper columns. Discuss how teenage roles may have changed over the years.

6. Quality time means different things to different people. Suggest ways to make time to spend with children, spouse, and self (e.g., if children enjoy movies, plan to go once a month to a movie, or schedule a night when you bring home videos and pizza).

7. In order to recognize a problem-solving approach, follow the problem-solving steps in Supplement 3, "Seven Steps to Problem Solving." Resolve the conflict given. Work in groups to work through the problem. Identify a specific family/work/school problem that may be present in students' lives and try to follow same steps.

8. Brainstorm a list of role conflicts associated with family/work/school (e.g., must be at work by 7:00 a.m., but your brother Caleb, age 6, doesn't get on the bus until 7:30 a.m.). Select one of the role conflicts to role play. As a group, analyze what the conflict is and discuss ways it could be resolved.

9. To become a more resourceful manager and to handle the challenges of single parenting, discuss the need to increase supportive relationships. Design a family support diagram. Have students list their name, the names of their children, and the name(s) of any other adult who is part of their immediate family unit. Beside each person's name, write the name of at least one person associated with each family member to whom the student could look to for support. (Support could be described as someone who gives time, money, child care, or good advice such as a babysitter and a grandmother.) Keep expanding the support system until the student no longer feels alone.

10. Complete Supplement 8, "Interpersonal Communication Inventory." Make suggestions on how to improve your communication skills.

11. Have students select someone they have trouble communicating with on a regular basis. Each student should write a brief statement describing two or three ways to improve communication between himself/herself and that person.

    Volunteer to report to class in a week or two on how successful the attempts were to improve communication.

Sample Assessments

Knowledge

1. Distinguish between role overload and role conflict.

2. List the seven steps to problem solving.

3. Given a case study, identify steps for appropriate decision making.

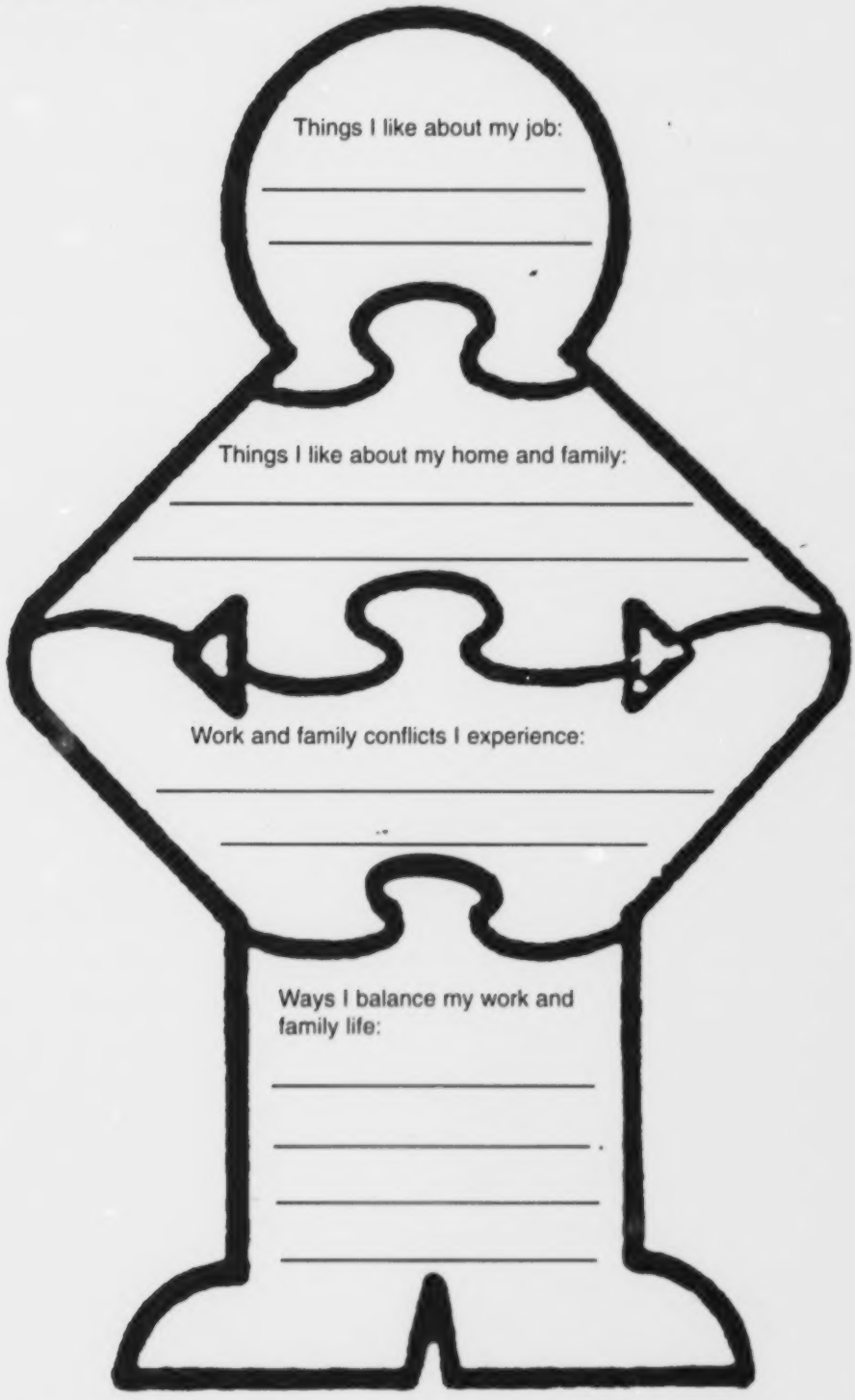
Application

1. Keep a one-week record of your family's schedule (family/work/school activities). Write a description of how your family adjusted to the schedule and if there were any conflicts.

2. In small groups, identify some problem situations related to guilt and family/work/school. Determine ways to manage feelings of guilt.

SUPPLEMENT 1

Work and Family Balance


Things I like about my job:
Things I like about my home and family:
Work and family conflicts I experience:
Ways I balance my work and family life:

Source: Ohio Department of Education. (© 1983). *What to do regarding coordinating work and the family*. Columbus: Vocational Instructional Materials Laboratory, Ohio State University. Used with permission.

SUPPLEMENT 2

Too Many Irons in the Fire

Carla makes her mother feel proud. She is a good student, a helpful daughter, and a thoughtful sister.

Carla's best friend, Sara, works at Burger Heaven. She helped Carla get a job there a few months ago. Carla and Sara thought that working together would be fun. They would get to spend time together and earn money, too.

At Burger Heaven, Carla met Stan. He is one of the cooks. Carla and Stan have a lot in common. They started dating a few weeks after they met.

Between Burger Heaven and Stan, Carla has been quite busy lately. Her mother is upset because Carla never has time to help around the house. Carla's sister misses the walks they used to take together. Sara is jealous because Carla is spending all her time with Stan. Carla is worried about her slipping grades and her lack of study time.

Carla is trying to fulfill too many roles at once—employee, girlfriend, daughter, sister, friend, and student. This role conflict prevents Carla from completely fulfilling any of her roles. She needs to decide which roles are most important to her and work to fulfill them.

Source: Bragg, R. E. (1993). *Changes and choices: Personal development and relationships.* South Holland, IL: Goodheart-Willcox.

SUPPLEMENT 3

Seven Steps to Problem Solving

DIRECTIONS: After reading the problem identified in step #1, follow the remaining steps to help identify solutions.

1. **Define what the problem is.**

   Family may start talking about a messy house and discovers one person carries all the housekeeping responsibility. The problem is that one person cannot do all the housekeeping.

2. **Start looking for a solution.**

   Brainstorm suggestions and make a list.

3. **Nit-pick your list.**

   Select one suggestion all agree on.

4. **Personalize the solution.**

   Change to personal needs.

5. **Put the plan into action.**

   Carry out changes.

6. **Check the plan.**

   Follow up on progress.

7. **Evaluate.**

   Discuss minor changes or accept as success.

Adapted and reprinted with permission of Minnesota Vocational Education Work and Family Institute. *Balancing work and family* (Vol. II) (p. 422). 1820 North Xenium Lane, Plymouth, MN 55441.

SUPPLEMENT 4

Decision-Making Guide

Sample Decision-Making Guide

My challenge is:
Whether or not I should allow my 11-year-old daughter to walk to school.

Advantages:
- I can go directly to work or school without having to take her to school.
- She will learn how to get to school on time.
- She will learn independence.

Disadvantages:
- She may get lost or picked up.
- She may get involved in some kind of trouble.
- The weather may not always be okay for walking.

My decision is:
To let her try to walk to school for one week.

My first step is:
To take her on a trial walk on Saturday before school starts and set ground rules of what to do in case of an emergency.

Fill It In . . . Decision-Making Guide

My challenge is: _____

Advantages: _____

Disadvantages: _____

_____

What other information is needed? _____

My decision is: _____

My first step is: _____

Adapted from Kaser, J. S., & Frazier, A. C. (1989). *Juggling lessons: A curriculum for women who go to school, work, and care for their families* (Student Workbook) (pp. V1-2). Andover, MA: Network, Inc.

SUPPLEMENT 5

Problem Solving To Increase Self-Sufficiency

Rowena is a 29-year-old mother of three who has returned to school. Her two daughters, five and seven years old, attend elementary school. The bus will pick them up in the morning, but they are seldom ready. As a result, Rowena often takes them to school herself. This makes her late for her first class. The oldest child, a 12-year-old boy, attends school only five blocks away from their home.

The girls are responsible for picking up their toys and scraping the plates after dinner. Rowena's son supervises the girls after school three days a week until their mother gets home. He's supposed to make his bed and pick up his room, which he rarely does.

Beyond these assigned chores, Rowena has all of the responsibility: cooking, cleaning, laundry, grocery shopping, helping children with homework, maintaining a car, paying bills, and doing minor home repairs, as well as trying to spend some recreational time with her children.

Discuss and Fill It In . . .

As a group, brainstorm steps this mother can take to encourage self-sufficiency in her children. Be specific. Include individual tasks for each child. After you've completed your brainstorming, answer these questions:

1. How difficult or easy was it for the group to come up with solutions?

2. What strategies can Rowena use to make these changes in the distribution of household tasks?

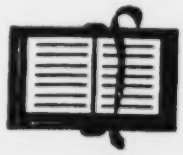
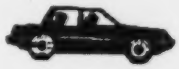
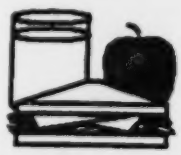
3. How do you think Rowena's children would respond to the strategies you proposed?

4. Suppose you wanted to make similar changes within your own family. Would it be easier or harder than what you propose for Rowena? Why?

Source: Kaser, J. S., & Frazier, A. C. (1989). *Juggling lessons: A curriculum for women who go to school, work, and care for their families* (Student Workbook) (pp. V1-8). Andover, MA: Network, Inc.

SUPPLEMENT 6

Activities for a Week with Children

Sunday	Take a walk.	
Monday	Read a book.	
Tuesday	Visit Grandpa and Grandma.	
Wednesday	Play games.	
Thursday	Say "I Love You!"	
Friday	Picnic in the park.	
Saturday	Go to the beach.	

20

SUPPLEMENT 7

Things To Keep in Mind About Managing Guilt

- Find new ways to connect with family, friends, and coworkers. They can give you moral support and help in practical ways, too.
- Go with the guilt if your intuition tells you to. If you can prevent or correct a bad situation, or make yourself or someone else you care about feel better, it's worth it.
- Think of managing guilt in the same way as you manage stress. Look at your priorities as an individual and as a family member. Are they the same as they were five years ago? Will they be the same in another five years?
- Modify your expectations. Rethink the "shoulds" and "oughts" in your life. Other people have. Recent research shows that doing less cooking, cleaning, and entertaining is no longer a major source of guilt.
- Talk to others in your situation. You may find that no one else is managing better than you. We're all in the same boat—hopefully doing the best we can.

For Those with Kids

- Keep in mind that at-home parents are not playing with their children all day. They may feel guilty for not being patient enough or not doing enough creative things with their kids.
- Pay attention to your relationship with your partner. Having a close, loving relationship (or a respectful one if you are separated or divorced) is important for your kids and for you.
- Understand that children naturally want you to be there all the time. They will protest when parents go out, even if they've been with them all day long.
- Act in the best interest of your child. Try not to overreact to the opinions and comments of others.
- Avoid the temptation of buying gifts, letting kids stay up late, or loosening other rules to compensate for your feelings of guilt over not being around as much as you would like to be.

Source: Ginsberg, S. (1993, September). Rethinking that guilt we all feel. *Work & Family Life, 7*(9), 1, 5.

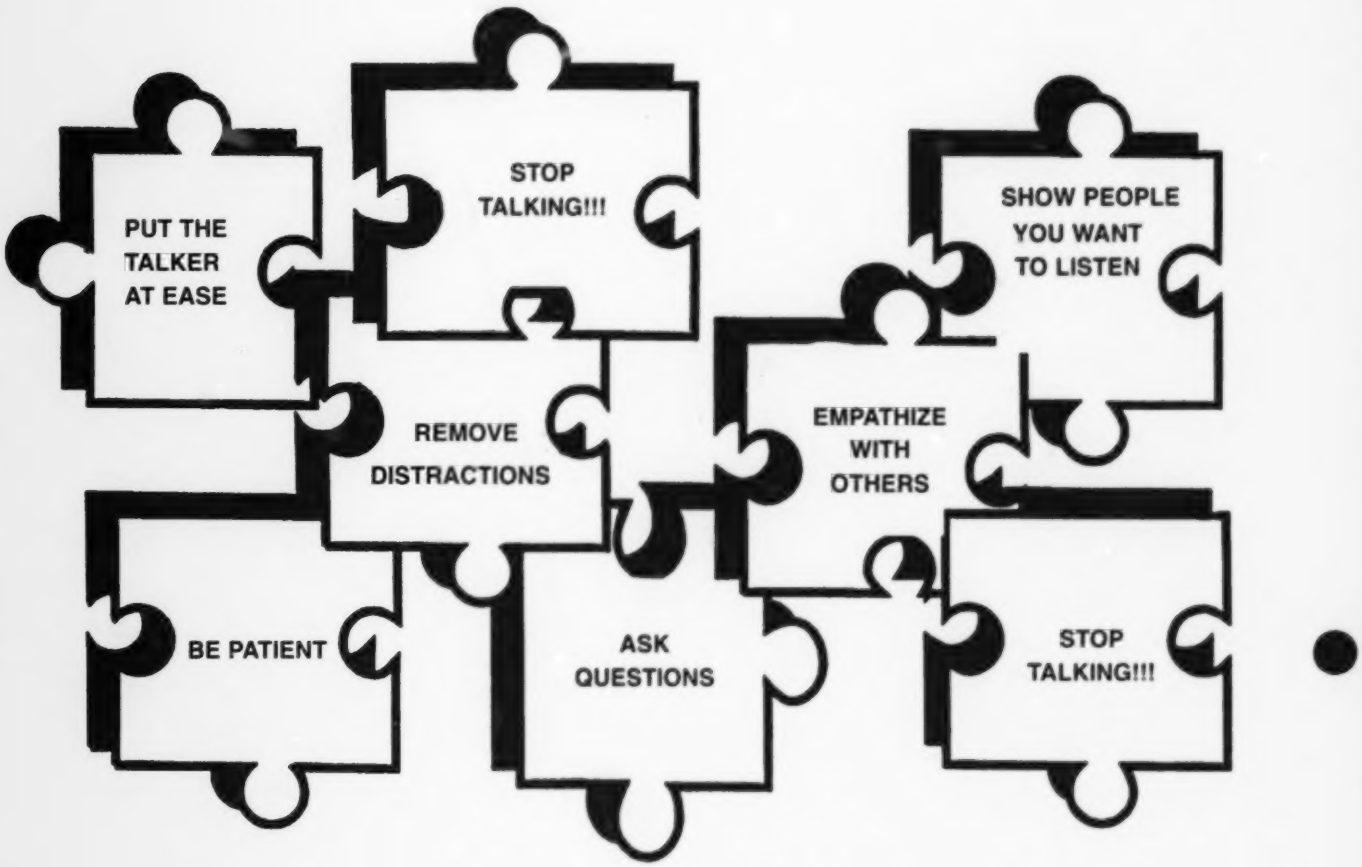
SUPPLEMENT 8

Interpersonal Communication Inventory

	No	Sometimes	Yes
1. In talking with your family, do your words come out the way you would like them to?	____	____	____
2. When a question that is not clear is directed to you, do you ask the family member to clarify the question?	____	____	____
3. Do you assume other family members know what you are trying to say without explaining what you mean?	____	____	____
4. Do you ever ask family members to tell you what they think about what you are saying?	____	____	____
5. Are you aware of how your tone of voice may impress others?	____	____	____
6. When someone has hurt your feelings, do you discuss this with him/her?	____	____	____
7. Do you later apologize to someone whose feelings you may have hurt?	____	____	____
8. When a problem arises between you and another family member, can you discuss it together in a calm fashion?	____	____	____
9. Is it difficult for you to compliment and praise others?	____	____	____
10. In conversation, do you let the other person finish talking before responding to what he is saying?	____	____	____
11. Do you pretend that you are listening to others when actually you are not really listening?	____	____	____
12. In a discussion, is it difficult for you to see ideas from the other person's point of view?	____	____	____
13. Do you ever try to imagine how you might feel if you were in the other person's shoes?	____	____	____
14. In conversation, can you tell the difference between a person's words and feelings?	____	____	____
15. While speaking, are you aware of how others are reacting to the meaning and the emotion in the words you use?	____	____	____

SUPPLEMENT 9

Commandments for Good Listening



COMPETENCY TWO

Discuss Values and Goals in Terms of Adjusting Expectations, Redefining Roles, and Sharing Responsibilities.

Student Outcomes

- Recognize the impact personal values and goals have on family, work, and school life.
- Relate values and goals to adjusting expectations, redefining roles, and sharing responsibilities.

Definitions

value	– the relative worth, usefulness, or importance of something
goal	– something you hope to attain
adjusting expectations	– reconsidering standards or judgments
redefining roles	– changing the demands, expectations, responsibilities, and pressures identified in a role
sharing responsibilities	– balancing of family and work roles
priority	– a preferred or top rating
integrated roles	– males and females sharing both employment and homemaking roles

Key Ideas

The relationship between family and work life is made stronger by more fully understanding family values and goals and career/work goals.

Values are the things that have meaning or significance to people. Values give direction in life and help people make choices.

Values are formed by relationships and experiences with the world around us. For example, one's family, friends, community, culture, and spiritual or religious background contribute to forming values.

Values influence the way one thinks about things and responds to people, situations, and events. Values influence our attitudes and choices about things like work, school, relationships, money, and war and peace.

Values guide decisions made. Choices about occupations are often based on values and abilities. The more one knows about what one believes in, the better able one is to make sound decisions.

A goal is something a person intends to get, achieve, do, reach, or accomplish sometime in the near or distant future.

When one knows what his goals are, choices in making decisions are often clearer. Priorities are the order of importance given to goals. Setting priorities is a valuable tool for managing the multiple roles of the family/work lifestyle. When priorities are based on values and goals, it is much easier to cope with what "should" and "ought" to be.

Role sharing is effective only if one first considers priorities either as an individual and/or as a family.

Standards are judgments of how well one may feel something has been done. Standards are learned and reflect one's personality, experiences, and values. Those who are "perfectionists" will probably have the most difficulty lowering or adjusting standards.

Changing standards and expectations does not necessarily mean lowering them. An increase in standards may occur if individuals or families find that some things that are important haven't received encugh attention.

Learning to renegotiate roles with family members, employers, and others can be difficult but necessary to respond to expectations.

Teacher Strategies/Methods

1. Introduce Competency Two by reviewing the many roles that people play in their everyday lives (e.g., caregiver, employee, spouse, parent, and/or student). Help students identify the roles they play by using the following activity:

   The teacher tosses a pillow/ball to a student and asks the question, "Who are you?" The student will answer, "I am Mary, and I am a mother (or some other role filled in life)," and then he/she tosses the pillow/ball to someone else in the circle and says, "Who are you?" Repeat the activity until every student has identified at least two roles he/she plays. Remind students it is not a competition—just a chance to learn one another's name and to begin to identify the roles we play in our daily lives.

   The following may be used as key discussion questions:

   - How does a person gain certain roles?
   - How much awareness do other members have of all the roles you play?
   - Does anyone feel overburdened?

2. Have students talk with their family and identify family values/goals. Discuss how the family's values and goals affect the behaviors and actions of family members. For example, child(ren) gives up a Saturday peer activity to help with building a patio because the patio has been considered a family goal; or family members work to paper and paint an extra bedroom because all have placed value on having grandmother move in with them.

3. Have available some given situations related to values and goals for students to respond to and suggest some choices and solutions. Determine how values and goals will affect the solution. The following is an example:

   Situation: What does a single parent family do about child care from the time the children are out of school until the parent can get home from work?

4. Discuss with students how values and goals within families help determine adjustments to expectations, or help determine how to redefine roles or share responsibility (e.g., a single parent may decide to lower the standard of housekeeping or assign housekeeping duties to an older child). Discuss how values and goals change within family units. The teacher may also use the case study in Supplement 11, "A Change in Roles."

5. Write on the chalkboard the words "SELF," "FAMILY," and "SOCIETY." Discuss with students how the solution to Method 3 would affect each. Would the solution be acceptable to most of society, one's family, or to oneself in real life? Might the solution be different 5 or 15 years from now?

6. Help students list one or two goals for themselves and their families (this could relate to family, work, and school). Discuss how one's values would affect behavior, the way one deals with problems, the way one may interact with family, or the way one approaches work. An alternative could be to use characters in a television program.

7. Discuss or ask how the media (i.e., magazines, TV, newspapers) may contribute to maintaining the traditional roles of men/fathers in families today. An example could be the TV show "Home Improvement," where the father does all of the repair work around the house and relates the "male" roles to his children.

8. Make a 3" x 5" card for each situation listed in Supplement 12, "Conflicts that Need Adjustments." Cut each card into a three-piece jigsaw puzzle. Divide the students into two groups and ask that they piece the situation together. Instruct the students to answer the questions concerning how the conflict should be addressed.

Suggested Student Activities

1. Volunteer to hold periodic family meetings. Determine action needed by each family member to reach goals or a particular goal.

2. Volunteer to interview employed persons representing different ages and occupations. Ask questions about current commitment levels to work and families (such as how much time is spent at work; is there family time set aside) and whether these commitment levels have changed over time. Form any necessary generalizations about adjusted roles and expectations. Report findings to group.

3. Using Supplement 10, "Values and Goals," read the "Before" and "After" situations. In small groups, determine whether or not the person did one or more of the following things:

   - adjusted expectations
   - redefined a role
   - shared responsibilities or commitments

4. Using the format in Supplement 10, write down a personal situation which illustrates one or more of the following:

   - adjusted expectations
   - redefined a role
   - shared a responsibility or commitment

5. In unison, repeat as a group "If I don't do it, it won't be done exactly the way I would have done it. And that's O.K." Discuss how one's own efforts can be undermined after delegating because it is hard to give up "territory" and to accept someone else's way of doing things.

   Using the following examples, share experiences after delegating:

   Grocery shopping: Giving it up may mean finding strange foods and strange brands on your shelf.

   Lawn care: Giving it up may mean it gets done less well than you do it. The weeds may thrive—or it may be done better than you did it.

   Bedtime: Child may sleep in pajama tops and bottoms that don't match. Child may go to bed more cooperatively than for you.

6. If appropriate, have the fathers/men tell if they have experienced the "father knows best" image. Can or will it impact present or future parenting experiences?

Sample Assessments

Knowledge

1. Define what a goal is and give an example. What is the relationship between a goal and a decision? How do values and goals affect the decisions we make?

2. Identify at least three standards that you have for cleaning your room or the family's house. (Another task may be used.)

3. Give an example of one responsibility at home that is shared with other family members.

Application

1. Identify a situation at home that has caused family members to adjust their expectations, redefine roles, or share responsibilities.

2. Given a role conflict case study, determine how to resolve the situation and how the role conflict could be handled.

SUPPLEMENT 10

Values and Goals

DIRECTIONS: After reading the following "Before" and "After" situations related to commitment, values, and goals, work in small groups to make generalizations about the temporary/permanent nature of commitment. Decide whether the values and goals of the person caused them to redefine their role, adjust their expectations, or share responsibilities. Check the appropriate answer.

Before During the first week of the job, Ed gets to work early and stays until the job is complete.

After After 3 months, Ed arrives at work on the dot or 10-15 minutes late. He is out the door as soon as possible whether the work is done or not.

Redefine ( ) Adjust Expectations ( ) Share Responsibility ( )

Before Before Lois was married, she devoted evening and weekend time to her job.

After Since Lois is married, she has cut out extra work hours.

Redefine ( ) Adjust Expectations ( ) Share Responsibility ( )

Before Before Paul was a father, he took lots of work home to do in the evenings.

After Since Paul's daughter was born, he does not take work home.

Redefine ( ) Adjust Expectations ( ) Share Responsibility ( )

Before When Peter and Janice were married, they vowed they would always be together on weekends.

After After several years of marriage, Peter and Janice no longer make a point to reserve the weekends for family time.

Redefine ( ) Adjust Expectations ( ) Share Responsibility ( )

Before Before Cheryl got to know the kids in her neighborhood, she spent lots of time with her family.

After After Cheryl got to know new friends, she made little effort to spend time with her family.

Redefine ( ) Adjust Expectations ( ) Share Responsibility ( )

Adapted from Ohio Department of Education. (©1983). *What to do regarding coordinating work and the family* (p. 151). Columbus: Vocational Instructional Materials Laboratory, Ohio State University. Used with permission.

SUPPLEMENT 11

A Change in Roles

Kim's generosity is one of her characteristics her friends admire the most about her. She sometimes treats her friends to ice cream on the way home from school. Sometimes she bakes cookies for them or sends them cards for no special reason. Kim is always willing to share her time to help a friend study for a test, too.

Kim has a job selling tickets at a local movie theater. One night when she was working, her friends Connie, Dale, and Eric stopped by to see her.

"Why don't you let us sneak into the theater?" asked Connie.

"I can't do that," replied Kim. "You guys have to have tickets like everybody else."

"Okay. Then you can give us free tickets," Dale suggested.

"Very funny!" Kim said. "How is the theater supposed to make money if I give away free tickets?"

"You don't have to give everyone free tickets," Eric said. "Just give a couple to us."

"The tickets are not mine to give," Kim replied. "If you want to see the movie, you have to pay."

"I thought you were our friend," Connie said. "You act like you are the manager or something."

"I am your friend," Kim replied. "But I could lose my job if I let people in the theater without paying."

Kim's friends were used to her generous behavior in the role of a friend. They did not expect her to act differently in the role of an employee.

Source: Bragg, R. E. (1993). *Changes and choices: Personal development and relationships*. South Holland, IL: Goodheart-Wilcox.

SUPPLEMENT 12

Conflicts that Need Adjustments

Below are several conflict situations. What would you do in each situation?

1. *A conflict where two senders want different things*: The boss wants you to work on Saturday. However, you've promised to go to your child's ballgame.

2. *Two roles that are incompatible*: A husband wants his wife to earn more money at her job (overtime), but still wants her home for supper. Or a husband who likes the wife's earnings but still expects her to get a good meal on the table each night.

How should the conflicts be addressed?

- Should both agree on a plan of action?

- Should a change be made based on what is right, fair, just, and good?

- Discuss how the boss or husband would be better off or profit if a change were made.

- Consider concessions and compromises, begin to bargain, haggle, and dicker.

Adapted and reprinted with permission of Minnesota Vocational Education Work and Family Institute (1986), *Balancing work and family* (Vol. I) (p. 215), 1820 North Xenium Lane, Plymouth, MN 55441

COMPETENCY THREE

Apply Work Simplification Techniques and Time Management Strategies in the Performance of Home/School Tasks.

Student Outcomes

- Determine which personal home and family responsibilities need to be done more fairly.
- Ability to plan time for oneself, family, work, and school.
- Select time management and organizational skills needed in order to perform household tasks more efficiently.

Definitions

dovetail	– fitting tasks together
priority	– most important to do first
procrastination	– putting off tasks that need to be done
sex-role stereotyping	– belief that men or women have certain abilities, interests, values, and/or roles that are determined by their sex
time management	– controlling one's time to fulfill personal needs and achieve goals
time plan	– a written schedule of how you expect to use your time

Key Ideas

On the average, women complete about 70% of all the home and family tasks.

Women who try to "do it all" are cheating themselves as well as keeping other family members from learning self-care and home-care skills.

Men are doing only slightly more around the house than they did a decade ago, though more and more women are working (Kaser & Frazier, 1989).

Compared to a decade ago, children are doing only slightly more chores nontraditional to their gender (e.g., girls washing cars or boys cooking). Overall, children's contributions are limited and sporadic ("Kid's Poll," 1987).

Children are valuable, untapped resources of household help. With parental support, children can learn home management skills that will be beneficial to them in the future.

Factors such as age, skills, and other responsibilities must be considered when determining what is a family member's "fair share."

The key to survival for a working person is organization. Three things should be remembered: (1) all family members must help, (2) everyone needs to know where everything is, and (3) everyone must be responsible for returning items to their proper place. In other words, "Don't put it down; put it away!"

A key to good time management is to use a time plan.

People who manage their time are in control of their lives, and lessen role pressures.

Teacher Strategies/Methods

1. Direct students to complete Supplement 16, "How Do You Help in the Family?," to assess who does what. Then have students prepare a family chore schedule after discussion with parent(s). Compare and discuss various answers.

2. Use Supplement 13, "Daily Time Plan," to illustrate high- and low-priority tasks for the student in the case study.

3. Discuss the values of a "to do" list and various ways it may be constructed. Use Supplement 14, "Things To Do," as a beginning example. Encourage students to develop their own.

4. One technique used to spend less time on chores is to adjust or lower standards, particularly if standards now used are unrealistic. Have students discuss how they would feel about lowering or adjusting their standards. Use Supplement 15, "How to Adjust (Lower) My Standards," as an example.

   Teacher Note: Depending on the socioeconomic level of students, the suggestion of lower standards for housekeeping may be inappropriate. If students are living in shelters or substandard housing or have severely restricted incomes, lowering standards may not be an option available to them.

5. Suggest to students that organizational skills are important to efficient management. Refer to Supplement 17, "Organizational Skills," to discuss how to get organized.

6. Have students react to the time management tips listed in Supplement 21, "Time Management Tips." Ask the students to identify tips they follow. Determine how tips aid in managing time.

7. Develop (with students) a list of shortcuts and tips to aid the students in work simplification techniques in performing specific household tasks. (Can also use list generated in Strategy 4.)

8. Discuss Supplement 22, "Typical Time Wasters," with the students. Ask students to identify any problems under the major headings. Share solutions that worked.

9. Upon completion of Competency 3, the teacher may award the students a certificate of accomplishment (Supplement 24, "Master Juggler"). The teacher may adapt any part of the certificate to best award the students.

10. Use Supplement 16, "How Do You Help in the Family?," as a *posttest* having students redoing the task list according to how tasks done by a person might change in the future. Discuss the reasons why changes might take place.

11. Using Supplement 25, "Home Responsibilities," select appropriate chores that can be delegated to children. If students have children or brothers and sisters, identify if any of the responsibilities are given to them.

Suggested Student Activities

1. Using Supplement 16, "How Do You Help in the Family?," complete the checklist to assess who does what around the house. Take the instrument home and discuss with parent(s) or roommate(s), comparing and discussing answers.

2. Make a time plan for each day of the week. At the end of the week, write a few paragraphs evaluating the plan and what success the student had in following the plan.

3. Read the story about "Disorganized Delta" in Supplement 18. Determine how Delta could manage her time better and have a more enjoyable day. Using Supplement 21, "Time Management Tips," write down at least five techniques to suggest to Delta.

4. Complete Supplement 19, "How Time-Conscious Are You?," This activity can help students explore their attitudes about time. Score their responses to determine how time-conscious they are.

5. Complete Supplement 20, "Time Management Checklist." Discuss why such time management strategies may or may not apply.

6. Select a time-consuming activity. As a group, brainstorm ways to keep from wasting time. An example might be talking on the phone. Think of all the things one can do while on the phone:

   - polish shoes
   - clip/file coupons
   - organize a cabinet/drawer
   - dust furniture
   - put photos in photo album
   - fold clothes from dryer

7. Using Supplement 23, "Time-Wasters Checklist," identify whether any of the listed time wasters are a problem.

8. Relate some incident that may have caused additional time to be spent on a certain chore or task. (Example: Didn't stop to get gas, so ran out of gas resulting in being late for work.)

9. Using Supplement 15, "How To Adjust (Lower) My Standards," as a *posttest*, redo the task list, "How Do You Help in the Family?" Students may see the task is done by a certain person now, but may see a change for the future. ☑

Sample Assessments

Knowledge

1. Without the aid of references, identify four of the seven organizational skills (as listed in Supplement 17).
2. List three tips to help manage your time more efficiently.
3. Select a specific chore. List two tips to improve work simplification.

Application

1. Given a day of the week, make a time plan that would help you manage your schedule during the day.
2. In small groups, identify some time wasters observed during a typical school day. Discuss findings with class and ask for suggestions on how people can avoid time wasters.
3. Develop a plan for your family and include all of the household chores that need to be done in a week. Delegate responsibilities and time slots for these chores to be done on a weekly basis.
4. Suggest ways your family members can adjust their family tasks (e.g., trading chores, sharing roles, or adjusting role expectations).

SUPPLEMENT 13

Daily Time Plan

Before going to bed, Seiko sat down to make out her time plan for tomorrow. In her notebook, she listed the hours of the day. Then she wrote the activities she had to do beside the times she would be doing them. She filled in sleeping, eating, going to school, and studying. Since tomorrow is Wednesday, Seiko also wrote in her flute lesson.

Seiko saw that she still had four hours open in her time plan. She thought about other things she wanted to do tomorrow. She knew she had a science test coming up on Thursday. She decided to schedule an extra hour of studying at 4:00 p.m. Seiko had a few chores to do each day. She scheduled the hours before dinner to do them. Seiko wanted to call some friends tomorrow night to make plans for the weekend. She wrote phone calls beside 7:00 p.m. on her schedule. The last hour open on Seiko's schedule was 9:00 p.m. She decided to use this hour to read before going to bed.

Seiko's daily time plan looked like this:

7 a.m.	Shower, breakfast, get to school.
8 a.m.	Class
9 a.m.	Class
10 a.m.	Class
11 a.m.	Class
12 noon	Lunch
1 p.m.	Study Hall
2 p.m.	Class
3 p.m.	Flute lesson
4 p.m.	Study for science test
5 p.m.	Chores
6 p.m.	Dinner
7 p.m.	Call friends
8 p.m.	Study
9 p.m.	Read
10 p.m.	Bed

In this plan, Seiko has enough time for all the activities she has to do. Using her study hall time at school means Seiko can spend less time studying at home. This gives her more time to read and call friends. Seiko feels her plan has flexibility. She knows she can give up her reading time if something unexpected happens.

Source: Bragg, R. E. (1993). *Changes and choices: personal development and relationships.* South Holland, IL: Goodheart-Willcox.

SUPPLEMENT 14

Things To Do

1. Go to bank.
2. Iron pink dress.
3. Write to Aunt Pat.
4. Call Debbie.
5. Return book to library.
6. Call Lynn.
7. Mail Ann's birthday card.
8. Clean my closet.

. . . before time runs out!

SUPPLEMENT 15

How To Adjust (Lower) My Standards

If you are spending more time than you would like on some chores, write down five areas in which you could lower or adjust your standards. For example, wash the car once a month rather than once a week.

1.

2.

3.

4.

5.

If you drop or adjust your standards for these tasks, will you feel uncomfortable?

How can you help yourself feel more comfortable?

How can you respond if others suggest that you are not doing your fair share?

Source: Kaser, J. S., & Frazier, A. C. (1989). *Juggling lessons: A curriculum for women who go to school, work, and care for their families* (Student Workbook) (pp. V-5, 6). Andover, MA: Network, Inc.

SUPPLEMENT 16

How Do You Help in the Family?

DIRECTIONS: Use as a pretest and posttest. Circle the number which indicates the person who usually does the task. If equally shared, place multiple circles.

	Wife/ Mom	Husband/ Dad	Children	Other	NA
Kitchen Management					
1. Plans meals	1	2	3	4	5
2. Prepares meals	1	2	3	4	5
3. Lists groceries	1	2	3	4	5
4. Shops for food	1	2	3	4	5
5. Cleans and stores items	1	2	3	4	5
6. Cleans kitchen floors	1	2	3	4	5
7. Cleans range	1	2	3	4	5
8. Cleans refrigerator	1	2	3	4	5
9. Cleans other appliances	1	2	3	4	5
10. Cleans inside cabinets	1	2	3	4	5
11. Cleans cabinet exteriors	1	2	3	4	5
12. Loads dishwasher	1	2	3	4	5
13. Unloads dishwasher	1	2	3	4	5
14. Handwashes dishes	1	2	3	4	5
15. Repairs appliances	1	2	3	4	5
16. General cleaning	1	2	3	4	5
Clothing Management					
1. Constructs clothing	1	2	3	4	5
2. Repairs garments	1	2	3	4	5
3. Cleans shoes	1	2	3	4	5
4. Cleans closets	1	2	3	4	5
5. Shops for clothing	1	2	3	4	5
6. Washes clothes	1	2	3	4	5
7. Dries clothes	1	2	3	4	5
8. Puts items away	1	2	3	4	5
9. Manages dry cleaning	1	2	3	4	5
10. Irons	1	2	3	4	5
11. Discards, gives away	1	2	3	4	5
12. Cleans washer	1	2	3	4	5
13. Cleans dryer	1	2	3	4	5
14. Coordinates wardrobes	1	2	3	4	5
Transportation					
1. Washes autos	1	2	3	4	5
2. Vacuums vehicles	1	2	3	4	5
3. Purchases gas, oil	1	2	3	4	5
4. Services autos	1	2	3	4	5
5. Manages repairs	1	2	3	4	5

	Wife/ Mom	Husband/ Dad	Children	Other	NA
Residential Management and Maintenance					
1. Makes beds	1	2	3	4	5
2. Changes linens	1	2	3	4	5
3. Cleans mirrors	1	2	3	4	5
4. Cleans light fixtures	1	2	3	4	5
5. Cleans bathtub	1	2	3	4	5
6. Cleans shower	1	2	3	4	5
7. Cleans commodes	1	2	3	4	5
8. Fireplace care	1	2	3	4	5
9. Repaints	1	2	3	4	5
10. Floor care	1	2	3	4	5
11. Carpet care	1	2	3	4	5
12. Remodels	1	2	3	4	5
13. Decorates	1	2	3	4	5
14. Interior repairs	1	2	3	4	5
15. Exterior repairs	1	2	3	4	5
16. Cleans inside windows	1	2	3	4	5
17. Cleans outside windows	1	2	3	4	5
18. Cleans garage	1	2	3	4	5
19. Sweeps driveway	1	2	3	4	5
20. Sweeps walkways	1	2	3	4	5
21. Sweeps porches/patio	1	2	3	4	5
22. Plant care	1	2	3	4	5
23. Yard care	1	2	3	4	5
24. Dusts	1	2	3	4	5
Social Life and Leisure					
1. Buys gifts	1	2	3	4	5
2. Writes letters	1	2	3	4	5
3. Telephones	1	2	3	4	5
4. Plans vacations	1	2	3	4	5
5. Plans holidays	1	2	3	4	5
6. Plans weekends	1	2	3	4	5
7. Plans leisure	1	2	3	4	5
8. Participates in leisure	1	2	3	4	5
9. General entertaining	1	2	3	4	5
10. Leisure equipment care	1	2	3	4	5

Source: Lawhon, T. M. (1984, Winter). Work and stress in the home: How do you help in the family? *Journal of Home Economics, 77*(4), 2-5.

SUPPLEMENT 17

Organizational Skills

Many of the techniques that men/women use to organize work can also be used to organize households.

1. **Make a List**. Making a list puts things in perspective, gives a sense of order, and helps to rank. As a task is completed, check it off. This will give a sense of accomplishment.

2. **Prioritize**. Decide which goals to accomplish and which are most important.

3. **Plan and Delegate**. Based on a priority list, plan how you are going to go about accomplishing each goal. You may have to adjust standards, ask your partner or children to he'p out, or get outside help.

4. **Start Now**. Organize now, tomorrow never comes.

5. **Clean up the Clutter**. Don't make excuses; think about the worst that could happen; strike when the mood hits; fix it or get rid of it; avoid putting items aside to handle later; if you don't need it, don't buy it; put things in their places; keep a calendar/appointment book; avoid having a "junk room or drawer."

6. **Use Your Time Wisely**. Make every minute count.

7. **Double Up**. Combine jobs to save time later.

Make a Pledge To Organize Yourself Today.

SUPPLEMENT 18

Disorganized Delta

Delta's feeling very proud of herself today. For the first time since she started school she's gotten out of the house and taken little Dakota to the babysitter's doorstep by 8:30. As she rings the bell, she remembers that Mrs. Diez had a doctor's appointment and little Dakota is supposed to go to her mother's house today.

The sitter is only two blocks away, and Delta feels relieved that she hasn't gone too far out of the way. Her husband, Jose, who is just leaving the house for his job, offers to take Dakota. Delta insists that it is important to continue her pattern of waving "bye-bye" to her son every morning.

She hurries off, leaves the baby at her mother's, and arrives at class just in time. Except, she thought the pop quiz the teacher is holding was going to be tomorrow. If she had one more day, she's sure she could squeeze time in during dinner to study. Oh well . . .

At the end of the day, Delta leaves school feeling depressed. In addition to flunking the quiz, she discovered she had left an assignment at home. Stopping at her mother's to get little Dakota, she drives home.

When Jose walks in the house, he yells at Delta. She had forgotten to take something out of the freezer for dinner. The baby starts fussing. Delta shoves a bottle in his mouth; he throws it on the floor.

Dakota continues to cry so Delta fixes pancakes with the baby on her hip. Jose goes off to watch the evening news. The family eats with little conversation, and afterward, Delta piles dishes in the sink. After giving little Dakota a bath, Delta dozes off at the foot of his bed. She thinks about how nice it would feel to have a hot bath, but she's just too tired. Maybe tomorrow . . .

How can Delta begin to get organized? Using the seven guidelines and tips from Supplement 17, write down at least five things you would suggest to her.

1.

2.

3.

4.

5.

As a group, discuss your strategies.

Source: Kaser, J. S., & Frazier, A. C. (1989). *Juggling lessons: A curriculum for women who go to school, work, and care for their families* (Student Workbook) (pp. V-11, 12). Andover, MA: Network, Inc.

SUPPLEMENT 19

How Time-Conscious Are You?

DIRECTIONS: Explore your attitudes about time by completing the following rating scale. Place a check (✓) under the appropriate column for each item listed.

Items	Always	Sometimes	Never
1. I make "To Do" lists.	_____	_____	_____
2. I make it a point to be on time.	_____	_____	_____
3. I look at my watch or a clock a lot.	_____	_____	_____
4. I get upset if I have to wait in long lines.	_____	_____	_____
5. I get upset if I have to wait more than 10 minutes for someone.	_____	_____	_____
6. I schedule my activities on a calendar or in an appointment book.	_____	_____	_____
7. I feel rushed.	_____	_____	_____
8. I like to arrive at a movie theater before the previews begin.	_____	_____	_____
9. I feel like there are not enough hours in a day to do all I want to do.	_____	_____	_____
10. I think it's important for others to be on time.	_____	_____	_____
11. I feel like I need to be doing something.	_____	_____	_____

Scoring: Count your "Always" responses.

10-12 "Always" answers indicate that you are very time-conscious.

6- 9 "Always" answers indicate that you are somewhat time-conscious.

0- 5 "Always" answers indicate that you are not very time-conscious.

Adapted from North Dakota State University. (1991). *Decisions for independent living* (Vol. II) (p. 919). Fargo: Author, Department of Home Economics Education.

SUPPLEMENT 20

Time Management Checklist

1. Do you plan what you are going to do each day? ____ Yes ____ No

   (Creating a list of activities for each day and ranking them in terms of importance will guide you in deciding about what to do first. With this list you are much more likely to accomplish what you set out to do. What's most important is knowing what you want to do.)

2. Do you delegate some of your responsibilities to others? ____ Yes ____ No

   (Sometimes you may think that you are the only one who can do a specific task. That's true for some tasks but not all of them. Each day ask yourself, "Who else could do this?" Giving others responsibility can help them as well as you.)

3. Do you set deadlines for completing your tasks? ____ Yes ____ No

   (Setting realistic deadlines can help you manage your time and achieve your goals. Deadlines serve as motivators; you are more likely to finish a task when there is a deadline.)

4. Do you eliminate tasks that are not useful or productive? ____ Yes ____ No

   (Think about the last section on lowering your standards. Did you find tasks that really don't have to be done, or done as often as you had once thought?)

5. Do you let others know what you are doing? ____ Yes ____ No

   (Although you may know exactly what you are doing, others need to know, also. You are more likely to get the cooperation and support you need if you let others know what your priorities are for the day. Even letting others know when you are in a bad mood can help.)

6. Do you allow time to change from one activity to the next? ____ Yes ____ No

   (People often forget to allow transition time. For example, when you come home at night, do you immediately start fixing dinner even though you just left work or school 15 minutes before? Allow yourself time to switch gears.)

7. Do you ask for help when you need it? ____ Yes ____ No

   (Women, especially, are sometimes so busy taking care of others that they don't ask for help they need. There is no way you can do everything. Asking for help when you need it is also good role modeling for your children.)

8. Do you take some time out of each day for yourself? ____ Yes ____ No

   (Maybe it's a nice hot bath, reading a chapter in a book, or walking to the store. Research shows that the average person has about one and one half hours of free time each day. Make sure that you save some of that time strictly for you.)

9. Are you flexible enough to handle interruptions or to switch gears when necessary? ____ Yes ____ No

   (The best made plans may fall apart with a sick child, bad weather, or a car that won't start. Good time managers take those events in stride, do what they need to do, and go on.)

10. Do you evaluate your day just before you go to sleep? ____ Yes ____ No

    (Take a few moments to ask yourself questions like, "What did I do that went very well today?" "What could I have done better?" "What am I saving for tomorrow?" Over time your answers to these questions will help you be a better time manager.)

If you answered eight or more of these questions with a "YES," most likely you are doing a pretty good job of managing your time. If you answered fewer than eight with a "YES," you may need to work on managing your time more effectively.

Source: Kaser, J. S., & Frazier, A. C. (1989). *Juggling lessons: A curriculum for women who go to school, work, and care for their families* (Student Workbook) (pp. V-7, 8). Andover, MA: Network, Inc.

SUPPLEMENT 21

Time Management Tips

1. Take time to plan.
2. Set achievable goals.
3. Learn to say "NO."
4. Dovetail. Combine jobs whenever possible.
5. Set priorities. Don't expect to be everything to everybody.
6. Delegate or share responsibility.
7. Avoid procrastination.
8. Get organized.
9. Be decisive.
10. Set deadlines.
11. Use small amounts of time. Try to make waiting time useful.
12. Focus on one thing at a time. Stay with it until completion if possible. Allow enough time.
13. Be flexible. Allow for the unexpected.
14. Be attuned to your biorhythm. When are you most energetic?
15. Schedule time for yourself. Don't overload yourself.
16. Do unpleasant things first and get them out of the way.
17. Make a list of things to do and cross items off the list as they are accomplished.
18. Periodically review your use of time.

Source: North Dakota State University. (1991). *Decisions for independent living* (Vol. II) (p. 927). Fargo: Author, Department of Home Economics Education.

SUPPLEMENT 22

Typical Time Wasters

We all experience time wasters. The only difference is that some of us allow them to rob us of time. Look at the following time wasters and see how easy it is to turn them into time savers.

Waiting . . . We wait in the store, in traffic, and at the doctor's office. The time we spend waiting is only wasted time when we allow it to be. If you are going to the doctor or anyplace where you will have to wait, take something along to do. While you are waiting in line at the grocery store, make a list of all the things you need to pick up at the shopping mall the next day. If you have an appointment with your employer or anyone else in your office, take along something to do while you wait; or better yet, ask his/her secretary to call you when he/she is ready to see you.

Procrastination . . . Procrastination is a bigger time waster than most people imagine. If you are not doing something, how can you be wasting time? It's simple: If you're not doing something, you're worrying about not doing it. Additionally, if you procrastinate on some things, they may cost you additional time. For example, your car is running low on gas. You think about stopping and filling up, but if you do you're going to be five minutes late. As a result, you run out of gas a mile from your destination. You have to walk five blocks to a gas station and five blocks back. Now, instead of being five minutes late, you are an hour late. The reason many people procrastinate is that they are afraid they will fail at something or that the task is unpleasant. Take the things you dread doing most and do them first thing in the morning. That way you get them done and you don't worry about them all day.

Interruptions . . . Don't allow interruptions to slow you down. If you have a project at work that needs a lot of concentration, ask the receptionist, your secretary, or a fellow employee to take your calls. If you're working on a project at home, unplug your phone, get an answering machine, transfer your calls to a friend if you have call forwarding, or have your children take messages.

Not Being Able To Say "No" . . . Your children want some homemade cookies, the PTA president wants you to coordinate the carnival, your husband wants you to play golf with him. When saying "No," you have to consider your priorities. For example, if your daughter's room mother calls and asks you to attend a field trip with her class and you have been looking for ways to get more involved in her school, the best response probably will be "Yes." If, on the other hand, your priority is to spend more one-on-one time with your daughter and by attending the field trip you are going to have to work Saturday to make up for the lost time (thus spending less time with your daughter), the best response is probably "No."

Lack of Planning . . . Lists are essential in organization. They are also a helpful factor in time management. Planning doesn't take time, it makes time.

Disorganization . . . Disorganization costs you dearly and can rob you of a lot of time (lost the warranty for the car).

Crises . . . Crises do occur. Plan for them; they will be easier to handle and you won't waste as much time looking for a solution. (For example, what would you do if your babysitter called this morning and said she was sick?)

- **Hurrying** . . . Most of us think if we move a little faster we can save time. What usually happens is we make mistakes that instead cost us time. For example, you are trying to get to the store before it closes. In your rush to get out of the car, you lock your keys inside. As a result, you have to call your husband to bring you another set of keys.

Habitually Underestimating Time . . . You occasionally underestimate the time it takes you to get somewhere or complete a task. For example, it takes you exactly 15 minutes to get to your next appointment. Instead of leaving 20 minutes or even a half hour early, you leave 15 minutes before your appointment. On the way, you discover that the road is under construction and you have to take an alternate route. By the time you get to your appointment, you have missed it and you have to reschedule.

Source: Thomas, M. (1990). *Balancing career and family: Overcoming the superwoman syndrome* (pp. 56-58). Shawnee Mission, KS: National Press Publications. Phone: (800) 258-7246

SUPPLEMENT 23

Time-Wasters Checklist

DIRECTIONS: If the time waster listed in the chart that follows is a problem for you, mark (X) in the "Yes" column. If not, mark (X) in the NO column. Complete sections B and C.

A. Time Waster		Is This a Problem for You?	
		Yes	No
1.	Watching too much television.		
2.	Spending time locating things because possessions, mail, papers, and so on, are unorganized and cluttered.		
3.	Visiting too long on the telephone.		
4.	Waiting in line, in a doctor's office, and so on, with nothing to do.		
5.	Being indecisive. Spending time wavering between two or more decisions instead of making the decision and going ahead with it.		
6.	Procrastinating. Putting things off.		
7.	Doing unnecessary tasks such as drying dishes when they could drip dry.		
8.	Working too slowly. Dawdling.		
9.	Making several trips for things instead of grouping errands for one trip.		
10.	Doing one task at a time instead of dovetailing.		
11.	Being easily distracted and interrupted from completing a task.		

B. Which time wasters are the biggest problems for you?

C. Set a goal to improve your use of time.

Source: North Dakota State University. (1991). *Decisions for independent living* (Vol. II) (p. 925). Fargo: Author, Department of Home Economics Education.

Master Juggler

This certifies that

has successfully completed

JUGGLING LESSONS

A course of study for
men and women who go to school,
work, and care for their families.

Principal

Instructor Date

School

Program

SUPPLEMENT 25

Home Responsibilities*

For Two- to Three-Year-Olds

1. Pick up unused toys and put them in the proper place.
2. Put books and magazines in a rack.
3. Sweep the floor.
4. Empty small wastecans.
5. Place napkins, plates, and silverware on the table. The silverware is on but not correctly at first.
6. Clean up what they drop after eating.
7. Given a choice of two foods for breakfast, make a decision. Learn to make a simple decision.
8. Clear own place at the table. Puts the dishes on the counter after cleaning the leftovers off the plate.
9. Toilet trained.
10. Do simple hygiene such as brushing teeth, washing and drying hands and face, and brushing hair.
11. Undresses self and dresses with some help.
12. Wipe up own accidents.
13. Carry boxed or canned goods from the grocery sacks to the proper shelf; put some things away on a lower shelf.

For Four-Year-Olds

1. Set the table—with good dishes, too.
2. Put the groceries away.
3. Help with the grocery shopping and compiling a grocery list.
4. Polish shoes and clean up afterward.
5. Follow a schedule for feeding pets.
6. Help in yard and with garden work.
7. Help make the beds and vacuum.
8. Help with the dishes or fill the dishwasher.
9. Help the child learn responsibilities by making a goal chart. Then, if the work is done all week, the parent and child get to do something special like go out to lunch.
10. Dust the furniture.
11. Spread butter on sandwiches.
12. Prepare cold cereal.
13. Help prepare plates of food for the family dinner.
14. Make a simple dessert (add topping to cupcakes or gelatin, and pour the toppings on ice cream).
15. Hold the hand mixer to whip potatoes or mix up a cake.
16. Share toys with friends (practice courtesy).
17. Get the mail.
18. Tell parent destination before going out to play.
19. Play without constant adult supervision and attention.
20. Hang socks, handkerchiefs, and washcloths on a lower line.

*These are suggested activities for involving children in family life. No one child would be expected to assume these duties.

For Five-Year-Olds

1. Help with the meal planning and grocery shopping.
2. Make own sandwich or simple breakfast, then clean up.
3. Pour own drink.
4. Prepare the dinner table.
5. Tear up lettuce for salad.
6. Put in certain ingredients to a recipe.
7. Make bed and clean room.
8. Dress on own and choose outfit for the day.
9. Scrub the sink, toilet, and bathtub.
10. Clean mirrors and windows.
11. Separate clothing for washing. Put white clothes in one pile and colored clothes in another.
12. Fold clean clothes and put them away.
13. Answer the telephone and begin to dial the phone for use.
14. Help with yardwork.
15. Pay for small purchases.
16. Help clean out the car.
17. Take out the garbage.
18. Decide how to spend own share of the family entertainment fund.
19. Feed pets and clean their living area.
20. Learn to tie shoes.

For Six-Year-Olds (First Grade)

1. Choose own clothing for the day according to the weather or a special event.
2. Shake rugs.
3. Water plants and flowers.
4. Peel vegetables.
5. Cook simple food such as hot dogs, boiled eggs, and toast.
6. Prepare own school lunch.
7. Help hang clothes on the clothesline.
8. Hang up own clothes in the closet.
9. Gather wood for the fireplace.
10. Rake leaves and weeds.
11. Take pet for walk.
12. Tie own shoes.
13. Take care of own minor injuries.
14. Keep the garbage container clean.
15. Clean out inside of car.
16. Straighten or clean out silverware drawer.

For Seven-Year-Olds (Second Grade)

1. Oil and care for bike and lock it when unused.
2. Take phone messages and write them down.
3. Run errands for parents.
4. Sweep and wash patio area.
5. Water the lawn.

6. Care for bike and other outside toys or equipment properly.
7. Wash dog or cat.
8. Train pets.
9. Carry in the grocery sacks.
10. Get self up in the morning and to bed at night on own.
11. Learn to be polite and courteous, and to share with and respect others.
12. Carry own lunch money and notes to school.
13. Leave the bathroom in order; hang up clean towels.
14. Do simple ironing; flat pieces.
15. Wash down walls and scrub floors.

For Eight- to Nine-Year-Olds (Third Grade)

1. Fold napkins properly and set silverware properly.
2. Mop or buff the floor.
3. Clean venetian blinds.
4. Help rearrange furniture; help plan the layout.
5. Run own bath water.
6. Help others with their work when asked.
7. Straighten own closet and drawers.
8. Shop for and select own clothing and shoes with parent.
9. Change out of school clothes without being told.
10. Fold blankets.
11. Sew buttons.
12. Sew rips in seams.
13. Clean storage room.
14. Clean up animal "messes" in the yard and house.
15. Begin to read recipes and cook for the family.
16. Babysit for short periods.
17. Cut flowers and make a centerpiece.
18. Pick fruit off trees.
19. Build a campfire; get items ready to cook out (charcoal, hamburgers).
20. Paint fence or shelves.
21. Help write simple letter.
22. Write thank-you notes.
23. Help with defrosting and cleaning the refrigerator.
24. Feed the baby.
25. Bathe younger brother or sister.
26. Polish silverware, copper, or brass items.
27. Clean patio furniture.
28. Wax living room furniture.

For Nine- to Ten-Year-Olds (Fourth Grade)

1. Change sheets on the bed and put dirty sheets in the hamper.
2. Operate the washer and/or dryer.
3. Measure detergent and bleach.
4. Buy groceries using a list and cooperative shopping.
5. Cross streets unassisted.

6. Keep own appointments, such as dentist or school, and make them within biking distance.
7. Prepare pastries from box mixes.
8. Prepare a family meal.
9. Receive and answer own mail.
10. Pour and make tea, coffee, and Kool-aid.
11. Wait for guests.
12. Plan own birthday or other parties.
13. Use simple first aid.
14. Do chores for neighbors.
15. Sew, knit, or weave (even using a sewing machine).
16. Do chores without a reminder.
17. Learn to do banking and to be thrifty and trustworthy.
18. Wash the family car.

For Ten- to Eleven-Year Olds* (Fifth Grade)

1. Earn own money (e.g., babysitting, small chores).
2. Be alone at home.
3. Handle sums of money up to $5.00 (honesty).
4. Respect others' property.
5. Run own errands.
6. Mow the lawn.
7. Help build things and do the family errands.
8. Clean the oven and stove.
9. Schedule ample time for studies.
10. Buy own sweets or treats.
11. Be responsible for paper route.
12. Check and add oil to car.

Home Responsibilities for Junior High Students

1. Determine how late to stay up during the week. Determine how late to be out for evening gatherings through mutual parent-child discussion and agreement.
2. Handle complete responsibility of preparing family meals.
3. Be socially aware of need for good health, necessary rest, nutritious food, correct weight, physical examinations, and exercise.
4. Look for needs of others and begin the appropriate action.
5. Have realistic acceptance of capabilities and limitations.
6. Have self-respect and individual worth.
7. Have responsibility for own decisions.
8. Show mutual respect, loyalty, and honesty in the family.

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COMPETENCY FOUR

Describe Techniques for Reducing Stress.

Student Outcomes

- Identify causes of job-related stress.
- Identify causes of family-related stress.
- Determine appropriate ways to control or reduce the stress of family and/or work.

Definition

stress – physical, mental, or emotional strain or tension on the mind or body, the cause of which may be psychological or physical, may be positive or negative

Key Ideas

When stress or other problems surface, whether on the job or in the home, the effect is felt in both.

Stress may result from change, overload, lower household standards, concerns associated with children, perceptions of spouses, and other role expectations.

Stress can be in response to either positive or negative events that occur in our lives; it can motivate us to act or immobilize us.

Who Is Affected by Stress?

Nearly everybody is to some degree, depending on

- *your personality.* People who by nature are extremely competitive, ambitious, or impatient may be especially prone to the effects of stress.
- *the kind of work you do.* Some types of jobs and work situations are more stressful than others.
- *changes in your life.* Divorce, a death in the family, legal problems—even happy events such as a marriage or a promotion can cause you to feel more stress on and off the job.
- *other factors.* Your age, health, financial situation, and satisfaction with life in general all affect your reaction to stress.

Stress comes from two basic forces—(1) the stress of physical activity and (2) the stress of mental or emotional activity. Stress from emotional frustration is more likely to produce disease such as ulcers than stress from physical work or exercise. Physical exercise can relax one and help one deal with mental stress.

Job stress is pressure on the job that makes one feel tense, nervous, anxious, or upset. For instance, if one's job is dangerous, or has many deadlines, a high degree of stress occurs.

Stress is "built into" family life. The demands of career, children, and personal needs are often at odds. Learning to handle stress is vital to the health and happiness of a family.

Stress management allows one to avoid, divert, reduce, or deal effectively with stress. One way to reduce stress is to take more control of one's life, to live out dreams, and to exercise control over stressful situations.

Teacher Strategies/Methods

1. Gather the following listed items: a snack food, card with REPORT DUE in red letters, memo that says "Call home immediately," notice of dentist appointment, football, and car keys. Ask students to select an item from the group and explain all the ways this item could cause stress.

2. Discuss ways people react when under stress. Some examples are ignore the problem and pretend it will go away, blame others, complain, get angry, fight, or eat. Ask students to give other examples.

3. Write situations on an index card. In small groups, ask the students to draw one card at a time and place it in one of three piles based on whether the event on it is one you would consider to be extremely stressful, moderately stressful, or minimally stressful.

   Example Situations
   Semester exams
   Pregnancy
   Birth of a child
   Death of a family member
   Loss of a close friend
   Breakup with boyfriend
   Divorce

4. Using Supplement 26, "Ways Stress Can Affect Your Life and Work," discuss the effects from too much stress.

5. Discuss reasons people feel stress related to their families (e.g., lack of family support, low self-esteem, illness, money problems, or depression).

6. Discuss reasons people feel stress related to their jobs. Identify such examples as unemployment and layoffs. Relate how these, in turn, affect their families and cause stress. For example, long periods of unemployment have been associated with violence in the family.

7. Make a "Stress Band-Aid" box filled with items or ways to personally control or cope with stress. The teacher could decorate the box and fill it with items that represent activities he/she enjoys: a quarter for a phone call to a friend, significant other's photo, a picture of and exercise he/she enjoys, and/or a tape of music that helps him/her relax. In pairs, have students brainstorm ideas for items they would put in their boxes.

8. Make 3" x 5" index cards with suggested coping strategies for stress management. They could include the following:

   - Learn to manage anger and frustration.
   - Find sources of support.
   - Learn more about parenting.
   - Take care of yourself.

   Have students pick an index card and give an example for each coping strategy.

Suggested Student Activities

1. Brainstorm a number of fun activities that could help reduce stress (e.g., a hug, a friend, laughter, eating pizza). Discuss why it is important to be aware of activities that provide an outlet for stress.
2. Read Supplement 27, "Coping with Stress." Add coping strategies to the list. Give examples for each strategy.
3. Using Supplement 27, role play a work situation applying ideas given in the supplement.
4. Volunteer to ask friends, parents, and coworkers how they deal with stress. Report findings to the class.
5. In groups, design posters for dealing with stress. Display these on a bulletin board or find another appropriate place. The signs could include tips such as take a brisk walk instead of drinking soda or alcohol.
6. Review the past week. Identify or list situations or occurrences that caused stress. Define areas as self-inflicted, job-related, parental-related, or related to the problem of balancing family and work.
7. If appropriate, complete Supplement 28, "Rate the Stress Potential of Your Job." Add up your scores (numbers beside answers) and check your potential job stress.

Sample Assessments

Knowledge

1. Identify at least four ways people react when under stress.
2. List three causes of job-related stress.
3. List three causes of family-related stress.
4. List three of the four ways to control or reduce stress when balancing family, work, or school.

Application

In small groups, design posters for dealing with stress. Display these on a bulletin board in the classroom.

SUPPLEMENT 26

Ways Stress Can Affect Your Life and Work

Emotions

Stress affects feelings. One can become irritable and depressed. This can affect the way you relate to family and friends. Stress can lead to depression.

Accidents

People under stress are more likely to have accidents caused by mistakes in judgment.

Health

Stress that builds up over time can contribute to increased risks of diseases such as high blood pressure, heart attack, and stroke. Stress can contribute to health problems.

Productivity

Stress affects how well you do your job. Stress can rob you of energy, making you feel tired and unconcerned about your job or life. Too much stress makes you less effective on the job, more likely to get sick and to miss work.

SUPPLEMENT 27

Coping with Stress

1. Manage Anger and Frustration

- Recognize feelings.
- Find causes (time of day).
- Find outlet (read a book).
- Communicate feelings (count to 10).
- Get help (talk to someone).
- Be patient (keep sense of humor).

2. Find Support Sources

- Family and friends (ask for help)
- Community (after school programs)

3. Develop Parenting Skills

- Understand children and their behavior.
- Positive discipline (helps children learn)
- Parenting programs

4. Take Care of Yourself

- Exercise (20-30 minutes 3 or 4 times a week).
- Eat right (variety from 5 food groups).
- Take time for yourself (free time away from children).
- Get enough sleep (helps patience).

SUPPLEMENT 28

Rate the Stress Potential of Your Job

DIRECTIONS: Answer the following questions by circling your choice.

1. Do you have more than one employer? (Yes=2, No=1)
2. Are your job responsibilities clearly defined? (Yes=1, No=2)
3. Does your company's "corporate culture" pressure you to work overtime, come in on weekends, and so forth? (Yes=2, No=1)
4. Do you lack the authority to do your job effectively? (Yes=2, No=1)
5. Does your company have a system for rewarding its employees beyond a paycheck? (Yes=1, No=2)
6. Do you worry about job security? (Yes=2, No=1)
7. Do you feel you get appropriate recognition for the job you do? (Yes=1, No=2)
8. Are you bored by your job? (Yes=2, No=1)
9. Do you get along well with your coworkers? (Yes=1, No=2)
10. Do you see opportunities for personal growth and advancement in your current job? (Yes=1, No=2)

SCORE:

10-13	You have a low stress job. Congratulations!
14-16	Your job has moderate stress. See what you can do to reduce stress on questions you scored a 2.
17-20	You have a high stress job. You need to make changes in those areas you scored a 2, or consider changing jobs.

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WORLD-CLASS EDUCATION FOR THE 21ST CENTURY: THE CHALLENGE AND THE VISION

VISION STATEMENT

As we approach the 21st century, there is broad-based agreement that the education we provide for our children will determine America's future role in the community of nations, the character of our society, and the quality of our individual lives. Thus, education has become the most important responsibility of our nation and our state, with an imperative for bold new directions and renewed commitments.

To meet the global challenges this responsibility presents, the State of Illinois will provide the leadership necessary to guarantee access to a system of high-quality public education. This system will develop in all students the knowledge, understanding, skills and attitudes that will enable all residents to lead productive and fulfilling lives in a complex and changing society. All students will be provided appropriate and adequate opportunities to learn to:

- communicate with words, numbers, visual images, symbols and sounds;
- think analytically and creatively, and be able to solve problems to meet personal, social and academic needs;
- develop physical and emotional well-being;
- contribute as citizens in local, state, national and global communities;
- work independently and cooperatively in groups;
- understand and appreciate the diversity of our world and the interdependence of its peoples;
- contribute to the economic well-being of society; and
- continue to learn throughout their lives.

MISSION STATEMENT

The State Board of Education believes that the current educational system is not meeting the needs of the people of Illinois. Substantial change is needed to fulfill this responsibility. The State Board of Education will provide the leadership necessary to begin this process of change by committing to the following goals.

ILLINOIS GOALS

1. Each Illinois public school student will exhibit mastery of the learner outcomes defined in the State Goals for Learning, demonstrate the ability to solve problems and perform tasks requiring higher-order thinking skills, and be prepared to succeed in our diverse society and the global work force.

2. All people of Illinois will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

3. All Illinois public school students will be served by an education delivery system which focuses on student outcomes; promotes maximum flexibility for shared decision making at the local level; and has an accountability process which includes rewards, interventions and assistance for schools.

4. All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning.

5. All Illinois public school students will attend schools which effectively use technology as a resource to support student learning and improve operational efficiency.

6. All Illinois public school students will attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships and/or linkages to ensure the success of all students.

7. Every Illinois public school student will attend a school that is supported by an adequate, equitable, stable and predictable system of finance.

8. Each child in Illinois will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families.

Developed by citizens of Illinois through a process supported by the Governor, the Illinois State Board of Education and the Illinois Business Roundtable. Adopted as a centerpiece for school improvement efforts.

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ILLINOIS STATE BOARD OF EDUCATION
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